**UNIVERSITY OF EDINBURGH**

**STUDENT TEACHER PLACEMENT ASSESSMENT FORM**



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| **Student Name:**  | **School:** | **Date:** |
| **Programme: PGDE Primary Education** | **Placement:** Early/Middle/Upper Years**Class:** |
| ***This form should be completed in partnership between school and university.*****Names of persons contributing to the report** |
| **University Tutor:** |  |
| **School Mentor/Supervising Teacher:** | *Name:**Role* (e.g. Class Teacher, PT, DHT, HT): |
| **Total length of placement:** 7/6/5 weeks **No of days absence**: |  |
| **I confirm that the content of the Report has been discussed with the student:***Yes / No**(delete as appropriate)* | *If ‘No’ please indicate why this was not possible* |
| **Overall outcome (state number of S/U grades):**  | **S:** | **U:** | *(total = 8)* |

**Please provide an overall grade, making a holistic judgement, for each of the eight areas as Satisfactory or Unsatisfactory (S/U) using the following guidelines:**

**• S -** Satisfactory: has made sufficient progress for this stage of development, with an appropriate level of support.

**• U -** Unsatisfactory: has not made sufficient progress, for this stage of development, even with support.

***If progress is Unsatisfactory, this should be clearly communicated to the student and substantiating evidence provided in the report. A supportive action plan should be developed to inform next steps.***

**If either the school or tutor record ‘unsatisfactory’ against any of the areas of the Standard of Provisional Registration, then the Board of Examiners will examine all available evidence to determine if the Learning Outcomes have been met and whether the student is able to progress on the programme or whether a resit is recommended.**

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| **The Standard for Provisional Registration** |
| 1. **Being a Teacher in Scotland**
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| * 1. **Professional Values**
 | **S / U** | **Comments on progress to date drawing on evidence** |
| * **Social justice** is the view that everyone deserves equal economic, political and social rights and opportunities now and in the future.
* **Trust and Respect** are expectations of positive actions that support authentic relationship building and show care for the needs and feelings of the people involved and respect for our natural world and its limited resources.
* **Integrity** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |
| * 1. **Professional Commitment**
 | **S / U** | **Comments on progress to date drawing on evidence** |
| Teachers commit to living the professional values and: * Develop deep knowledge of learning and teaching
* Value the contribution of others, challenge biases and assumptions, and apply critical thinking to make effective decisions
* Engage in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice as key aspects of their professionalism
* Promote equality and diversity, develop deep awareness of culturally responsive pedagogies and understanding needs of all learners.

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |
| * 1. **Engaging with the Standard for Provisional Registration**
 | **S / U** | **Comments on progress to date drawing on evidence** |
| * Actively embracing and promoting principles and practices of sustainability in all aspects of work
* Understand what it means to be leaders of learning. Seeking opportunities to lead learning for, and with, all learners with whom they engage. Work with and support development of colleagues and other partners.
* Engage with the SPR, and as part of self-evaluation reflect on practices and own development and professional learning needs

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |

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| 1. **Professional Knowledge and Understanding**
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| **2.1 Curriculum and Pedagogy** | **S / U** | **Comments on progress to date drawing on evidence** |
| **Have knowledge and understanding of:*** Pedagogical Theories and Professional Practice
* Research and Engagement in Practitioner Enquiry
* Curriculum Design
* Planning for Assessment, Teaching and Learning

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |
| **2.2 Professional Responsibilities** | **S / U** | **Comments on progress to date drawing on evidence** |
| **Have knowledge and understanding of:*** Education Systems
* Learning Communities

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |

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| 1. **Professional Skills and Abilities**
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| **3.1 Curriculum and Pedagogy** | **S / U** | **Comments on progress to date drawing on evidence** |
| * Plan effectively to meet learners’ needs
* Utilise pedagogical approaches and resources
* Utilise partnerships for learning and wellbeing
* Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |
| **3.2 The Learning Context** | **S / U** | **Comments on progress to date drawing on evidence** |
| * Appropriately organise and manage learning
* Engage learner participation
* Build positive, rights

respecting relationships for learning*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |
| **3.3 Professional Learning**  | **S / U** | **Comments on progress to date drawing on evidence** |
| * Engage critically with literature, research and policy
* Engage in reflective practice to develop and advance career-long professional learning and expertise

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |

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| **Any additional comments, including specific areas for development or next steps not identified above**: |

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| If any **UNSATISFACTORY** grades noted: |  |
| Was a ‘**cause for concern’** identified at an earlier stage of placement with a clear ‘action plan’ for support, development and next steps.  | Yes/No |
| **Action Plan to overcome Unsatisfactory grades:** *(please note below the key areas of development the students should undertake and possible support required)* |
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Please ensure a copy of the form has been shared with student, school **and** university tutor

UNIVERSITY PLACEMENT TUTOR SHOULD SEND A COPY OF THIS FORM TO THE PROGRAMME ADMINISTRATOR edpgdep@ed.ac.uk